

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

People use language for different purposes. They use language for communication, persuasion, information, introduction, negotiation, and for socialization. In short, language can serve the human needs in their communication in any situation. Koentjaraningrat (1992) in (Chaer and Agustina, 1995: 217) states that language is a part of culture. Therefore, the correlation between language and culture is a subordinate correlation, which language is under the culture's scope and he also states that a culture is consist of seven elements, which have the universal characteristics. Universal here means that the seven elements are exist in every human society in the world, there are: (1) religious system, (2) the system and organization of civilization, (3) the system of knowledge, (4) language, (5) art, (6) the system of way of living, and (7) technology system and tools. The word culture itself in English is from Latin "colere" which means is "a process or to carry out", specifically, processing a land or doing farming. Koentjaraningrat (1992) in (Gunawan, 2000: 18) makes an understanding that culture is all humans' inspiration and activity to process or carry out all the things in the nature. From the description, the writer concludes that one of the elements of culture that is language. It is not only a means of communication but also as a part of culture

which the existence is because of the process of humans' inspiration and activity which make the language exist in the world.

Talking about culture, as one of the elements is language, the writer realizes that unlike many other countries in the world, Indonesia has more than 500 mutually unintelligible languages spread over 3,000 inhabited islands. In many parts of the country, there can be more than one language in one island. To communicate with people from different language backgrounds, we use the national language, bahasa Indonesia, and for international communication, we use a foreign language. We can, therefore, classify the languages used in Indonesia into three categories: (1) the vernacular languages, known as bahasa daerah (regional language) such as, Javanese language, Sundanese language, etc. (2) the national language or bahasa Indonesia, and (3) the foreign language.

The first foreign language in Indonesia is English. This policy means that English is not used as a medium of instruction at any level but only taught as a compulsory subject at the junior and senior high school and optional subject at the university level. Because of the position of the language in Indonesia, English, therefore, only as (1) the medium of international communication, (2) the medium of Indonesia language development, and (3) as an instrument to develop and to improve many fields particularly in science and technology for the sake of the Indonesian development.

Nowadays, English has been introduced and taught from the early ages, at elementary school up to the university. It is in line with the decree of

the Ministry of Education and Culture of Republic Indonesia No. 0487/4/1992, chapter VIII, stating that English can be taught as an extra instruction if the local community needs it, and if the teacher is available. Another decree of Ministry of Education and Culture of Republic Indonesia No. 060/U/1993 states that English may be given to elementary school students as a local content (Fauziati, 2002: 169).

In elementary school, English is one of the local contents. Here they learn English for the first time, although there are some pre-elementary schools (play group, kindergarten, etc.), which has introduced English to their students, but it is still rare. The elementary students just learn the simple English pattern including vocabulary and grammar. By studying English students are expected to develop their knowledge of science, technology and culture. So they can grow up with personality, it means Indonesian whose manner and behavior in their daily life reflect the values contained in national foundation. Beside that, the students are expected to be able to support the development of tourism (GBPP Mulok SD, 1995: 1).

Teaching English for elementary school students is the same as teaching English to children because the average age of elementary students is 6 to 12 years old and it can be said as “child age”, the teacher has to be able to make an interesting material for the students and she/he has to know all kinds of method in order to be able to use all of them when the situation demanded. Usually during the elementary school age, children are very active and mobile; they like enjoying and having fun. The important thing to note is that the

explanation should be kept as simple as possible, so that the students can get the point and benefit from the explanation. Here the teacher should provide activities and environment because English as a local content in elementary school is expected to be learned by the students in simple and they can have the skills of the language in simple too.

In this research, the writer is interested in observing the teaching learning process of English for elementary school students. There are many elementary schools, which give English as one of their subjects; one of them is SD Islam Hidayatullah Banyumanik Semarang.

SD Islam Hidayatullah is one of modern Islamic elementary schools, which is under protection of Abul Yatama foundation. It is located in Jl. Durian Selatan I / 6 Srandol Wetan Banyumanik Semarang. This school was established since 1990. The writer chooses SD Islam Hidayatullah because this elementary school has implemented English as one of their subjects from the first academic year, it is the 1990 / 1991 academic year, but the English subject is only taught to the fourth grade up to the sixth grade of their students. In 2001 / 2002 academic year, they make a progress to their English teaching. They try to apply the English subject from the first grade up to the sixth grade of their students and the teaching learning process of English there is cooperated with one of the English commercial schools. It is “Elite Language Center” which they think that commercial school is relevant to the school’s needs, therefore, there is two curriculum of English subject in this school. First, English teaching guidelines published in 1995 as local content for elementary school (GBPP

Mulok SD) which has been innovated and it is used for the fourth grade up to sixth grade of the students and the “Elite Language Center curriculum” is used for the first grade up to the third grade of the students.

All of the phenomena above attract the writer to observe it, since no previous researcher did it. There are some points studied in this research related to the teaching learning process; the objective of the English teaching, the curriculum and type of syllabus, the type and procedure of teaching learning process, the role of teacher and student, the role of instructional design (material) in teaching learning process, and type and procedure of evaluation.

In this research, the writer focuses on the teaching learning process of English in ethnographic side in order that the writer’s goal is to provide a description or explanation about what people behave in a particular setting in the elementary school and the outcome of their interaction within the setting and the meaning of their interaction, without any manipulation of the data.

Furthermore, as far as the writer knows the students of Muhammadiyah University of Surakarta who has conducted the ethnography study about teaching learning process, as the main object never had done the research of teaching, as the main object never had done the research of teaching learning process of English in elementary school. Therefore, the writer interested in doing her research at elementary school entitled “Teaching Learning Process of English at SD Islam Hidayatullah Banyumanik Semarang (An Ethnography Study)”.

## **B. Problem of the Study**

Based on the background of the study above, the writer is interested in observing those phenomena and describing the portrait of SD Islam Hidayatullah Banyumanik Semarang. Therefore, the problems are formulated as follows:

1. How is the implementation of teaching learning process of English at SD Islam Hidayatullah Banyumanik Semarang?
2. What are the strengths and weaknesses of the implementation teaching learning process of English at SD Islam Hidayatullah Banyumanik Semarang?

## **C. Objective of the Study**

The objective of the study of this research is the writer wants to know and then give a description or explanation from the ethnographic side of the teaching learning process of English at SD Islam Hidayatullah Banyumanik Semarang.

The writer will focus on the study in some points: (1) the objective of the English teaching, (2) the curriculum and type of syllabus, (3) type and procedure of teaching learning process, (4) the role of teachers and students, (5) the role of instructional design (material) in the teaching learning process, and (6) type and procedure of evaluation.

In this case, the writer observes the behavior of both teachers and students when the teaching learning process of English takes place, whether the

students are active, passive, or apathetic in their interaction. Then the writer identifies some factors that support the appearance of behavior derived from the teachers, students, curriculum, materials, school facilities, cultural factors, and the interaction among the factors.

#### **D. Benefit of the Study**

The writer hopes that this research paper will have some benefits in English teaching and learning. There are two kinds of benefits in this research; theoretical and practical benefit

##### **1. Theoretical Benefit**

- a. This research will, theoretically, give some information and improve the writer's knowledge about the teaching learning process of English at elementary school.
- b. For the readers who are interested and curious about the teaching learning process of English at elementary school will get better information and understanding which can add their knowledge.

##### **2. Practical Benefit**

There are some practical benefits from this research, there are as follows:

- a. The writer will get a better understanding about the teaching learning process of English at elementary school.
- b. The writer observes the setting for a period, so she will get significant empirical experience.

- c. This research will also give a contribution for the English teachers especially those who work at SD Islam Hidayatullah Banyumanik Semarang. The result of this research can be a reference to introspect or evaluate their teaching practice and improve some weaknesses, then encourage them to make betterment.

#### **E. Research Paper Organization**

The writer organizes this research paper in order to make easier to understand. There are five chapters in this research paper, each of them is concerned with different issues, but it is related to each other.

Chapter I is introduction. This chapter explains about the background of the study, problem of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II is underlying theory. It consists of the previous study, the teaching learning process which consists of the nature of language teaching and the components of teaching learning process, and teaching English to young language learners which consists of the characteristics of the young language learner and teaching children English.

Chapter III presents the research method. It consists of description of the school, type of research, subject of the research, object of the research, data and source of data, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion. This chapter explains the research finding and it consists of the implementation of the teaching learning process of English at SD Islam Hidayatullah Banyumanik Semarang,



the strengths and weaknesses of the teaching learning process, and discussion of the finding.

Chapter V is conclusion and suggestion. This is the last chapter of this research paper.